









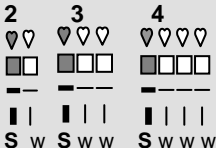
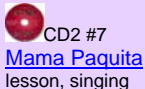
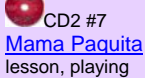

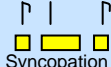





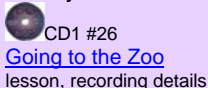






























## USOE Fine Arts Rainbow Chart

Fourth - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered <i>grade level skills</i>	Element of Music <i>with definitions</i>	<i>Label, list, name, define, relate, recall and use music making tools</i>	<i>Discover, look at, investigate, experience and form ideas</i>	<i>Apply, construct, demonstrate, evaluate and practice</i>	<i>Compare, contrast, distinguish, examine, and incorporate.</i>	<i>Study, explore, seek, be creative, imagine and produce</i>	<i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
<b>Sing</b> <ul style="list-style-type: none"> <li>Singing vs. speaking voice</li> </ul> <b>Melody</b> <ul style="list-style-type: none"> <li>High/low, up/down</li> <li>Pitch accuracy in an appropriate range</li> <li>Steps, skips, and repeated pitches</li> <li>Children's songs</li> <li>Folk, traditional, and multicultural songs</li> <li>Singing games</li> <li>Call &amp; response</li> </ul> <b>Harmony</b> <ul style="list-style-type: none"> <li>Partner songs</li> <li>Ostinatos</li> <li>Rounds</li> </ul>	<p><b>SING Vocal development:</b> care, training, and proper use of the voice</p> <p><b>Melody:</b> a sequence of single pitches that move up, down, or repeat</p> <p><b>Harmony:</b> two or more pitches sounding at the same time</p>	<p>Experience the difference between the speaking and the singing voice</p>  CD1 #26 <a href="#">Going to the Zoo</a> lesson, listening	<p>Explore in-tune singing in a natural voice through a variety of songs and singing games</p>  <p>Explore recurring pitch patterns in familiar songs</p>  CD1 #40 <a href="#">Johnny Get Your Hair Cut</a> , "just like me" l,-t,-d	<p>Practice healthy use of the voice, good breath support, and sensitivity to pitch when singing</p> <p>Practice finding and recognizing simple pitch patterns</p> <p>Practice harmony by singing partner songs, ostinato, rounds and counter melodies</p>  CD2 #13 <a href="#">My Paddle</a> lesson, singing, round, ostinato  CD2 #34 <a href="#">Make New Friends</a> lesson, creating, round, ostinato  CD2 #34 <a href="#">Skip to My Lou/Sandy Land</a> lesson, can be sung as partner song	<p>Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production</p> <p>Analyze pitches that step, skip, and repeat in familiar melodies</p>  CD1 #34 <a href="#">I Love the Mountains</a>	<p>Create vocal style or character through improvising and practicing a wide variety of song literature</p>  <a href="#">Turkey in the Straw</a> lesson, singing	<p>Perform songs in-tune, using a natural singing voice</p>
<b>Beat</b> <ul style="list-style-type: none"> <li>Steady beat</li> </ul>	<p><b>PLAY Beat:</b> the underlying pulse of music</p>	<p>Experience the feeling of beat in various types of music</p>	<p>Explore beat in a variety of songs and recorded music</p>	<p>Practice beat accuracy while singing and/or playing instruments</p>  CD1 #31 <a href="#">Hot Cross Buns</a>	<p>Analyze the importance of steady beat in group performance</p>	<p>Create simple rhythmic phrases over a steady beat</p>  <a href="#">Mama Paquita</a> lesson, singing, creating	<p>Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6, always keeping a steady beat</p>

Fourth - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Element of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<b>Meter</b> <ul style="list-style-type: none"> <li>Strong and weak beats</li> <li>Meter in 2, 3, 4</li> </ul>  <b>Rhythm</b> <ul style="list-style-type: none"> <li>Beat/divided beat</li> <li>Sound/silence</li> <li>Rest</li> <li>Ostinato</li> </ul>	<b>Meter:</b> patterns of strong and weak beats.  <b>Rhythm:</b> combinations of long and short, sound or silence.	Experience feeling strong and weak beat patterns in songs and listening selections.  Experience sound and silence in a variety of rhythms 	Explore strong and weak beat patterns in groups of 2, 3, 4, and 6 in familiar songs and listening selections  Explore rhythmic patterns found in familiar songs and singing games  	Practice playing strong and weak beat patterns in meters of 2, 3, 4, and 6 with body percussion and classroom instruments  Take Me Out to the Ball Game lesson, singing  Practice playing rhythms and ostinato to accompany familiar songs  lesson, singing, playing	Analyze and identify the meter in listening selections and familiar songs  Analyze simple rhythms in meters of 2, 3, 4 and 6 found in familiar songs or listening selections  CD1 #31 Hot Cross Buns	Create simple rhythms of varying lengths in meters of 2, 3, 4 and 6  Create rhythmic phrases by combining short rhythmic patterns  Mama Paquita lesson, creating	
<b>Form</b> <ul style="list-style-type: none"> <li>Phrase</li> <li>Combinations of same /different</li> <li>Verse/refrain</li> <li>Introduction</li> <li>Interlude</li> </ul> <b>Tempo</b> <ul style="list-style-type: none"> <li>Faster/slower</li> </ul> <b>Dynamics</b> <ul style="list-style-type: none"> <li>Louder/softer</li> </ul>	<b>LISTEN</b> <b>Form:</b> how music is organized <ul style="list-style-type: none"> <li>intro, coda, interlude</li> <li>D.C. al Fine,</li> <li>1<sup>st</sup> &amp; 2<sup>nd</sup> endings</li> </ul> <b>Expressive Elements</b> <b>Tempo:</b> the speed of the beat. <b>Dynamics:</b> degrees of loud & soft	Experience repeated and contrasting musical phrases in familiar songs and listening selections  Experience an awareness and control of tempo and dynamics 	Explore basic form in music including phrases, verse/refrain, intro, interlude, coda, and 1 <sup>st</sup> & 2 <sup>nd</sup> endings  coda D.C. al Fine  This Little Light of Mine  1 <sup>st</sup>  2 <sup>nd</sup> Explore the effect of tempo and dynamics in recorded music	Practice identifying sections with icons, alphabet letters (A, B, C), visually, or with movement  CD1 #27 Great Big House lesson, listening  CD1 #3 Alabama Gal lesson, listening  Practice varying dynamics and tempo while singing songs or playing instruments.	Analyze melodic and rhythmic phrase patterns found in familiar music  Analyze rondo form with movement, icons, or letters <ul style="list-style-type: none"> <li>Fur Elise, by Beethoven</li> <li>"March" from The Nutcracker Suite by Tchaikovsky</li> </ul> Analyze how changes in dynamics and tempo can affect ideas, thoughts and emotions	Create a two part, three part, or rondo form by combining phrases, songs, rhymes, or chants  Tinga Layo lesson, creating, ABA  Create expression in music by varying the dynamics and tempo	Perform a two part, three part , or rondo form by singing, playing instruments, and/or with movement  CD2 #49 Weevily Wheat lesson, singing, playing, creating  Perform with sensitivity to tempo and dynamic contrast in the music

Fourth - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
		Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<p><b>Previously mastered grade level skills</b></p>	<p><b>Element of Music with definitions</b></p>	<p>Experience various timbres of classroom instruments</p>  <p>CD1 #26 <a href="#">Going to the Zoo</a> lesson, playing</p> <p>Experience various vocal and instrumental timbres</p> 	<p>Explore the use and sound of instruments in various types of music</p>  <p>CD2 #43 <a href="#">Tinga Layo</a> lesson, creating</p>  <p>Putamayo Kids, World Playground, <a href="http://www.putamayo.com">www.putamayo.com</a></p> <p>Explore the layering of timbre in music to create texture</p>  <p><a href="#">Mama Paquita</a> lesson, playing, creating, listening</p>	<p>Practice identifying instruments by sound</p> <p>Practice balancing vocal and instrumental timbre in group performance</p>  <p>CD1 #26 <a href="#">Going to the Zoo</a> lesson, singing, playing</p>	 <p>CD1 #26 <a href="#">Going to the Zoo</a> lesson, recording details</p> <p>Analyze the identifying characteristic of instrument families (string, woodwind, brass, percussion)</p> <p>Analyze how timbre/texture can compliment a song</p>  <p>Putamayo Kids, Folk Playground, <a href="http://www.putamayo.com">www.putamayo.com</a></p>	<p>Research the production of sound (vibration and resonance) in band and orchestra instruments</p> <p>Create a simple layered texture to accompany a song</p>  <p><a href="#">Shoo Fly</a> lesson, overall</p>	<p>Perform using a variety of instrumental timbres</p>
<p>Icon examples:</p> <ul style="list-style-type: none"> <li>Beat divided beat</li> <li>Beat divided beat</li> </ul>  <ul style="list-style-type: none"> <li>Meter</li> </ul> <p>2 3 4</p>  <p>• Rhythm</p> 	<p><b>READING / WRITING</b></p> <p><b>Icons:</b> non-traditional symbols representing musical elements</p> <p><b>Notation:</b> traditional music symbols representing the combination of melodic and rhythmic elements</p> 	<p>Experience familiar songs written in iconic or traditional notation</p>  <p>CD1 #31 <a href="#">Hot Cross Buns</a></p> <p>iconic</p>  <p>Traditional notation</p> 	<p>Explore iconic or traditional notation of melody, meter, and rhythmic patterns in a variety of songs</p>  <p><a href="#">Shoo Fly</a> lesson, playing ostinato</p>	<p>Practice playing or singing while reading iconic or traditional notation</p>  <p>CD1 #31 <a href="#">Hot Cross Buns</a> lesson, singing</p>	<p>Analyze iconic or traditional notation of melody, meter, rhythm, and pitch patterns</p>  <p>CD2 #49 <a href="#">Weevily Wheat</a> lesson, creating, listening</p>	<p>Create a simple song or ostinato pattern using traditional and/or iconic notation</p>	<p>Demonstrate fluency in reading and performing iconic representations of beat, meter, rhythm, and pitch</p>

Fourth - Page 4		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Element of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
• Pitch   							
<b>Resources</b> State Approved Music Resources K-6: <a href="http://www.schools.utah.gov/curr/FineArt">http://www.schools.utah.gov/curr/FineArt</a>  CD1 CD2 <b>SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS</b> , USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. • Movement CD companion for USOE Songbook • DVD: <i>SINGING, PLAYING, CREATING, &amp; LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. Approved textbook series: • <b>McMILLAN/McGRAW-HILL</b> <a href="http://www.mhschool.com/music/student/index.html">http://www.mhschool.com/music/student/index.html</a> • <b>PEARSON ED. PUBLISHING</b> (previously Silver Burdett) <a href="http://www.scottforesman.com">www.scottforesman.com</a>				<b>Professional Music Teaching Organizations</b>  <b>UTAH MUSIC EDUCATORS ASSOCIATION (UMEA)</b> and Teachers of Elementary Classroom Music (TECM) <a href="http://www.umea.us">www.umea.us</a>  <b>DALCROZE EURHYTHMICS</b> , Dalcroze Society of America: <a href="http://www.dalcrozeusa.org/home.html">http://www.dalcrozeusa.org/home.html</a>  <b>EDUCATION THROUGH MUSIC (ETM)</b> Richards Institute of Education and Research: <a href="http://richardsinstitute.org/Default.aspx">http://richardsinstitute.org/Default.aspx</a>  <b>KODALY</b> : Organization of American Kodaly Educators (OAKE) <a href="http://www.oake.org">www.oake.org</a> Utah, UOLKS  <b>ORFF</b> : American Orff-Schulwerk Association (AOSA) <a href="http://www.aosa.org">www.aosa.org</a> Utah, UAOSA			
<b>Web Links</b>  <a href="http://www.classicsforkids.com">http://www.classicsforkids.com</a> <b>CLASSIC FOR KIDS</b> : lesson ideas, listening maps, composers, music dictionary, etc.  <a href="http://www.classroomclassics.com">http://www.classroomclassics.com</a> <b>CLASSROOM CLASSICS</b> :  CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs  <a href="http://www.putumayo.com/en/putumayo_kids.php">http://www.putumayo.com/en/putumayo_kids.php</a> <b>PUTAMAYO KIDS</b> : CDs, folk songs, multicultural, and world music listening resource , examples:       <a href="http://www.sfskids.org/templates/splash.asp">http://www.sfskids.org/templates/splash.asp</a> <b>SAN FRANCISCO SYMPHONY FOR KIDS</b> : all about the symphony orchestra							